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ABSTRACT

This paper outlines the goals, contents and some research projects associated with a program to train school counsellors in school community intervention. A rationale for training in the four following areas is included: consultation goals and methods drawn from community psychology, teacher educative consultation, change agency in the school community, and the use of psychoeducative intervention methods. Five research projects conducted as part of this program are described: (1) The separate and cumulative effects of modelling, role-playing and self-control of tension on the learning of four classroom management skills by primary school teachers. (2) The separate and cumulative effects of self-monitoring instruction, and self-control of tension on the implementation of classroom management skills by secondary school teachers. (3) Preparation of parents for participation as classroom assistants in remedial reading. (4) Teaching parents to prepare pre-school age children for school attendance and subsequent parent involvement in the educative process. (5) The sequential and cumulative effects of instruction, listening skill training and attending behaviour training of parents for the attainment of parent set child management goals. (Author)

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SCHOOL COMMUNITY INTERVENTION (1)

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- (1) The separate and cumulative effects of modelling, role-playing and self-control of tension on the learning of four classroom management skills by primary school teachers.
- (2) The separate and cumulative effects of self-monitoring instruction, and self-control of tension on the implementation of classroom management skills by secondary school teachers.
- (3) Preparation of parents for participation as classroom assistants in remedial reading.
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- (5) The sequential and cumulative effects of instruction, listening skill training and attending behaviour training of parents for the attainment of parent set child management goals.

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- (1) Paper presented at the Eleventh Annual Conference, Australian Psychological Society, Armidale, 1976. Copies of this paper may be obtained from Dr R.G. White, School of Education, Macquarie University, North Ryde, N.S.W. 2113.

School counselling has had access to new bodies of knowledge for some years now. From community mental health has emerged the concept that the prevention of psycho-social and educational distress is eminently more desirable than its cure. Schools constitute a significant socialization setting, and in that sense, are an ideal venue for prevention oriented community mental health practice. As a consequence, early identification of problems, teacher and parent consultation and training, and the strengthening of individual and school community resources, have been seen as desirable additions to the activities of the school counsellor. Community psychology has suggested a focus on the school as a community. Thus ecological survey and intervention to influence the school as a social system have also been mooted as important activities for school counsellors. The findings of organizational psychology suggest that the school counsellor has a role to play in feeding information into the school organization to make it more effective and efficient in the attainment of its goals.

A significant case has been made over the years (see White and Mitchell, 1976(a)), and more recently by the Australian school counselling cognicenti (Keats, 1976) for counsellors to balance traditional individual and small group casework with school community intervention, the goal of the latter being to prevent the onset of problems and to develop the "collective capacity of the school" (Ward, 1976) to facilitate normal growth and development and to cope better with its own identified problems. Given the potential for such a direction in counselling, Agnew (1974) has argued that counsellors who continue to embrace psychological assessment and the individual counselling of teacher referred students as their *raison d'etre*, will inherit a place alongside shepherds in the vocational archives.

The role of the school counsellor has thus become a multi-faceted one embracing remedial and preventive activities, individual, group and systems intervention, therapist and consultant, program developer and action researcher. Quite a tall order, and certainly one far from the grasp of most practising school counsellors. In fact, school counsellors in Australia, and school psychologists in the United States and Canada are perceived by the schools as carrying a predominantly single case-oriented workload (Hinshaw, 1975; McMurray, 1974; Roberts & Solomons, 1970). Initial training, the expectations of school personnel, counsellor preferences and an absence of clearly articulated alternatives tend to support this single case concentration with some peripheral and spasmodic attention given to the community that underpins and maintains identified culprit behaviour. (See White and Mitchell 1976(b)). It appears timely then to examine the preparation of school counsellors for intervention in the school community.

Macquarie University's schools of Behavioural Sciences and Education have offered an M.A. program in school counselling for two years now. The program constitutes, among other things, an alternative to an established one year in-service school counsellor training program conducted by the N.S.W. Department of Education.

During the first year of the program, students are exposed to individual and group psychodynamic and behavioural counselling theories and methods, theory and practice of psychological assessment, principles of classroom management for educational and behavioural problems, and the sociology of the school. During the second year of the program, the focus shifts to a primary emphasis on intervention in the school as a community. In second year, students are employed full time as school counsellors and also complete a major research project. However, it is the attempt to prepare school counsellors for school community intervention, that is the subject of this paper.

The teaching program has three aims, to increase knowledge about theories and practice of school community intervention, to increase counsellor skills in school community intervention, and to encourage research into school community intervention.

Knowledge

The first major input is a review of relevant aspects of community mental health, community psychology and organizational psychology. Principles underlying consultation, ecological assessment, the use of volunteers, teacher training, parent effectiveness training, change agency, the establishment of exemplary programs and the generation of school resource personnel are also covered.

Practice

During the second year of the program, students carry full-time school counselling appointments. There is thus ample opportunity to practise the skills required for school community intervention. A course requirement is for each student to establish, conduct, evaluate and to present in written form a psychoeducational intervention in their assigned school community. Projects may include peer counselling, a self-help counselling project, a school staff development project, a parent effectiveness training group, a volunteer project, a staff-parent consultation project and so on.

In addition, a joint class project is undertaken to provide an in-service training course for teachers. This year's project is to conduct a series of workshops on small group teaching methods for teachers involved in the Personal Development and Vocational Guidance areas. Fifty teachers will be accommodated and the exercise, it is hoped, will provide a significant practical experience for the school counsellors.

Research

The encouragement of research by school counsellors into school community intervention has considerable potential. As well as consolidating knowledge and skills associated with intervention, it is hoped to produce a "new breed" of school counsellors capable of data-based intervention and innovation. A summary of five sample research projects currently being conducted follows. The projects are in various stages of completion, all have commenced, but none has finished. It is expected that all will contribute to the knowledge and skills of the individual researcher, will serve as exemplary programs for other school counsellors, and will be of interest to others conducting research in the area.

1. A CLASSROOM MANAGEMENT TRAINING PROGRAM FOR INFANTS' SCHOOL TEACHERS.

A considerable body of evidence suggests that disruptive behaviour is best modified in the setting in which it occurs. Hence, when school teachers refer disruptive students to school counsellors, intervention in the classroom itself is generally considered desirable. Further, when patterns of disruptive behaviour are observed across students in a classroom or school, counsellor consultation with teachers on the management of behaviour problems seems more appropriate than repetitions of individual student treatment.

The aim of the present study is to develop, conduct and evaluate an in-service training program providing infants' school teachers with the knowledge and skills to systematically implement a classroom management program. A multiple baseline design is used to investigate the separate and cumulative effects of modelling, role-playing with feedback and the self-control of tension on the learning of four classroom management skills by teachers. The four skills include frequent praise for appropriate behaviours; frequent attention to children on task even though they are not requesting help or attention; the use of positive instructions (as opposed to infrequent scolding, yelling and criticising); and ignoring inappropriate behaviour.

Method.

Volunteer teachers participate in three series of four bi-weekly one hour training workshops. In series one, instruction and modelling, and series two, role play with feedback are used to teach the four classroom management skills. The third series of workshops is devoted to training teachers in tension control skills. The method and purpose of each series of workshops will be described more fully.

Modelling. A videotape has been prepared depicting in vivo scenes of a teacher modelling all four of the classroom management procedures. The videotape has been edited to present firstly a series of modelled praise statements for appropriate behaviour, followed by a series in which the model attends to children on task but not requesting attention, a series of modelled positive instructions, and finally a series of vignettes in which the model ignores inappropriate student behaviour. During workshops, the videotape is stopped frequently for discussion and teachers are trained in the use of a code sheet to maintain discriminative attention to modelled behaviours.

Role-Playing. The four role-playing sessions are conducted in classroom settings to facilitate generalization of learning. A second series of videotaped in vivo vignettes have been prepared depicting students requiring attention to completed work, being on task, being off task and displaying mild disruptive behaviour. In this second videotape, however, there is no model present and work-

shop participants are asked to first discriminate and then role-play appropriate teacher responses. Role-play and feedback continue until participants achieve mastery of discrimination and of the classroom management skill.

Discriminative attention is maintained throughout the modelling and role-playing sequences by proprioceptive feedback given by the trainer and other participants. In addition, difficulties encountered by participants in applying the management methods in their own classrooms are discussed during sessions.

Tension Control. The third phase of training requires teachers to participate in cue-controlled progressive muscle relaxation, mental relaxation and differential relaxation training. Training makes use of an audiotaped program developed by Mitchell and White (1975). Participants practice the relaxation methods at home and are then asked to use relaxation as a means of tension control while teaching. This segment is included to explore teacher tension as a variable in the maintenance of learned classroom management responses.

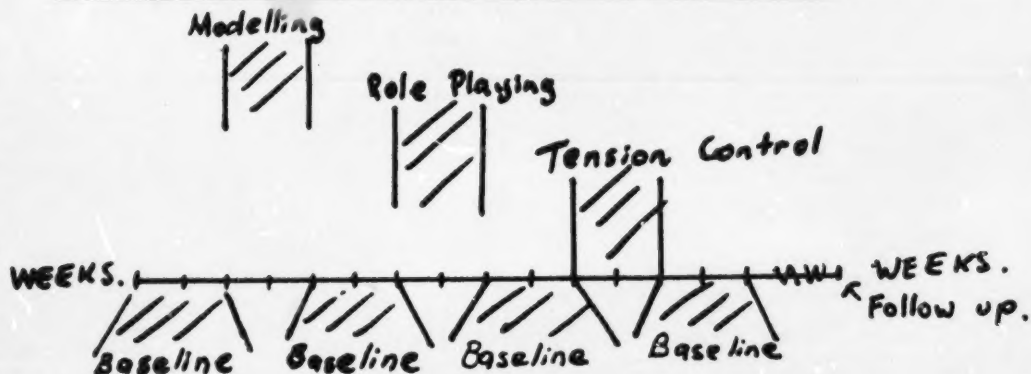
Evaluation.

Data are collected pre and post each series of workshops (See Figure One) so as to answer the following questions:

- 1) Do the teachers conceptually understand the classroom management principles?
- 2) Do they apply them?
- 3) Does the application of the principles effect the target behaviours of identified problem students?

FIGURE I

Plan of Three Stage Multiple Baseline Intervention



Knowledge acquired during the program is assessed by objective written examination administered during each baseline period. Observer coding of teacher performance of the classroom management procedures is also undertaken during baseline periods to assess the acquisition of the target skills. Effect of skill application is assessed by observing the behaviour of two students per teacher's class during each baseline period.

It has been hypothesized that the modelling workshops will increase participant knowledge and skills, that role-play workshops will increase knowledge and facilitate the application of skills, and that tension control workshops will further facilitate the application of skills.

Data collected following the modelling and role-playing sequences support the hypotheses. While data collection is incomplete, there seems every indication that this training package will prove to be a manageable, effective and economical addition to the school counsellor's repertoire. In addition to training teachers, the program has also served to provide in the form of its graduates a school with its own resource personnel and teaching models.

2. TRAINING SECONDARY SCHOOL TEACHERS IN CLASSROOM MANAGEMENT, SELF-OBSERVATION AND RELAXATION.

The primary goal of this study is to train experienced secondary school teachers (Subjects) in the application of two classroom management principles : social praise contingent upon appropriate student behaviour, and controlled reprimands in response to inappropriate student behaviour. Secondary goals are to investigate the effects of Subject self-observation and recording of affective states and self-application of relaxation methods on the application of the classroom management principles.

The investigation is a multiple baseline study of a three stage in-service training program for teachers.

Stage One. Initial training in self-observation employs small group exercises to sensitize teachers to their affective states. Subsequently, teachers self-record their observations before, during and after teaching periods with targeted classes for the duration of the study. The purpose of self-observation and self-recording training is to explore the relationship between a teacher's self-reported affective state and ability to initiate and maintain classroom management procedures.

Stage Two. Initial instruction in the use of the first classroom management principle (social praise) is followed by instructor modelling of desired response and Subject role-play with feedback. Subjects participate in an exercise entitled "Get the Teacher" in which one Subject adopts a teacher role while others adopt "good" student and "bad" student roles. During the role-playing exercise, the components and sequence of the classroom management procedure

are practised until Subjects express confidence about applying the procedure in the classroom.

A similar training pattern is then followed for the second classroom-management procedure (controlled reprimands).

Subjects are trained to deliver praise statements according to the following contingencies:

- i) At least four praise statements to be delivered in the first two minutes of the period.
- ii) Whenever a lecture, class discussion, recitation or dramatic reading is taking place, praise to be given to the class at the end of each approximately 10 minute period in which no inappropriate behaviour occurs.
- iii) Whenever silent work is taking place, teachers will not interrupt to praise the class, but will do so at the completion if no inappropriate behaviour has occurred.

The delivery of controlled reprimands follows a model described by Jones and Miller (1974).

- i) Early recognition of inappropriate talking behaviour.
- ii) Physical proximity to the student involved.
- iii) Brief, "soft" reprimand to the student(s) involved as soon as possible after the onset of behaviour.
- iv) An immediate re-direction of attention by praising a student who is behaving appropriately, and
- v) Eventual positive reinforcement of the offending student as soon as he/she is behaving appropriately.

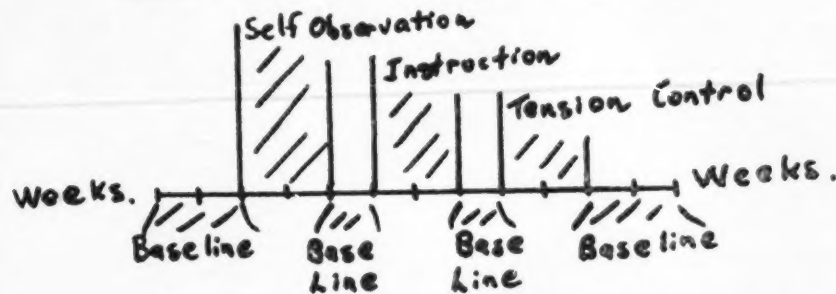
Stage 3. Subjects are trained in cue-controlled progressive muscle relaxation, mental relaxation and differential relaxation using audio-taped cassettes prepared by Mitchell and White (1975). Subjects are instructed to practice the relaxation methods at home between training sessions and to apply the methods to control their tension level while teaching.

Method.

The Subjects are volunteer school teachers from a suburban secondary school. Each stage of training is conducted at the school and comprises four bi-weekly 1½ hour sessions. Sessions are preceded and followed by the collection of baseline data (See Figure One).

FIGURE ONE

Stages of Training and Data Collection



Data are being collected to answer the following questions:

- a) Did Subjects learn the various procedures?
- b) Did Subjects apply the procedures?
- c) Did application of the procedures make any difference to the behaviour of target students?

Measurement is by Subject self-report for the acquisition and application of relaxation training and acquisition and application of self-observation. Teaching behaviour and target student behaviour is being rated by trained observers. An interesting feature of this project is the use of secondary school students who are proving to be reliable as raters of teacher behaviour.

3. A VOLUNTEER PARENT READING PROGRAM FOR FIRST GRADE STUDENTS.

Students with reading difficulties alone, or in combination with a variety of other academic and behavioural problems are frequently referred to school counsellors. This is not surprising as a recent A.C.E.R. report indicates that reading retardation is a widespread problem in Australian schools.

One promising area of investigation is the use of volunteers as tutors in reading. Older students, peers, high school drop-outs, pensioners and college students have all made significant contributions as tutors of retarded readers. The present study comprises a further step in this investigation, but also constitutes an attempt by a school counsellor to increase the "collective capacity of the school community" (Ward, 1976) for managing its own problems by involving parents as volunteers in the school reading program.

The purpose of the present study is to develop and evaluate a training program for parents (Subjects) to act as tutors of reading retarded first grade students. The Subjects are the parents of students enrolled at an inner city infants' school and who volunteered

to participate as classroom reading assistants.

Method.

Training comprises four initial and two subsequent half hour sessions conducted at the school. The method of teaching reading, instructional method and the principle of positive reinforcement are covered during initial training sessions via instruction, teacher modelling, and Subject rehearsal. Feedback and refresher sessions are included in weeks four and eight of the program.

Each Subject works with two students for twice weekly half hour sessions over a ten week program. Tutoring occurs in quiet areas of the school during time-periods normally devoted to reading instruction. The presence of volunteers permits the teacher to work with a smaller than normal class size while tutoring sessions are in progress.

Evaluation.

Data is being collected before and after the intervention to reflect raw change in student reading level and change in student self image. Students randomly assigned to tutors will be compared with those randomly assigned to the larger teacher led group, and both groups will be compared with students in a parallel non-intervention classroom. Change in parent knowledge, skill and perception of the school will also be measured.

Data gathered at the time of going to press suggest that parents provide a viable manpower resource, but their specific effect as tutors of reading has yet to be assessed.

4. PREPARATION OF STUDENTS AND PARENTS FOR SCHOOL ENTRY.

There has been increasing attention paid to children in the infants' school by school counsellors in recent years. Programs have been conducted to identify high risk children and to offer compensatory social and educational opportunities. In addition, teachers have increasingly referred young children for psychological assessment and counselling. However, the progression itself from home to school is thought to constitute a problem for both children and parents. It is a life experience requiring significant adaptation, one full of hopes, wishes and anxieties. In small country towns or European villages the transition may be comparatively easy, the school being a familiar building often attended by family and friends. However, in larger, urban communities with the present pattern of a very mobile population, often residing in highrise or impersonal housing, the entrance into school creates many hazards.

The goal of the present study is to evaluate a counsellor initiated program to facilitate the entry of children (and their parents) into an outer metropolitan kindergarten class. The major aim is to train parents to prepare themselves and their children for school entrance and attendance. A secondary aim is to encourage

parents to participate in the education of their children both at home and at school. On a more general note, the program is conceived within a community mental health framework of preventive as opposed to remedial intervention.

Method.

A series of five sessions is being conducted by the school counsellor, the headmistress, and the two kindergarten teachers. Participation from parents of prospective kindergarten children has been invited and fifteen volunteers have been randomly assigned to enter the program, the remainder comprising a no contact control group.

The sessions cover two potential problem areas : parent knowledge about school routines and the educative process; and the affective state of parents and students with regard to separation and entry into a new environment. Material is being covered in a supportive fashion using role-play, role reversal and general discussion to encourage exploration of parent feelings; instruction to cover school routines and potential entry problems; and behaviour rehearsal to equip parents to prepare their children for school.

Evaluation.

A combination of self reports and rater observations will enable comparison between experimental and control groups on the following items:

- 1) Child and parent affective state before, during and after entry into school.
- 2) Parent support and encouragement of independent child behaviour prior to and during separation.
- 3) Classroom behaviour of students during initial and subsequent weeks at school.
- 4) Subsequent participation by parents in school activities.

5. CHILD MANAGEMENT TRAINING FOR PARENTS

The case for school counsellor involvement in parent effectiveness training has been well made. Benefits that may accrue include the pre-emption of classroom behaviour problems, the facilitation of optimum child development, and the development of a community network of effective resource parents. Didactic instruction has formed the basis of many past parent effectiveness training programs, and yet reports indicate that instruction without practice and personal involvement produces little change over time. There appears to be little evidence to date to evaluate the effectiveness or efficiency of different forms of parent effectiveness training.

The purpose of the present study is to examine separately and cumulatively the effect of didactic instruction, behavioural management practice and skill development at dealing with affective aspects of child-parent interaction on the attainment of parent set child management goals. A second purpose is to demonstrate a parent effectiveness program as constituting an effective and viable use of school counsellor time.

Method

The volunteer parents of pre-school and infants school children participate in a three stage "Successful Parent" program offered at an outer metropolitan infants school. The four week didactic instruction phase is followed by a two week practice phase, followed in turn by a two week affective training phase. Each phase is preceded and followed by a two week baseline data gathering period. Two hour sessions are conducted weekly.

Phase One - Didactic Instruction

This phase of training covers the following basic components of child management using behavioural techniques: pinpointing behaviour problems, undertaking baseline measurements, goal setting, contingency management. A demonstration behaviour management program using these methods is also provided.

Phase Two - Practice

Role-playing and behaviour rehearsal form the basis of practice sessions. Scripted scenarios are presented with parents encouraged to apply and practise the skills covered during phase one of training.

Phase Three - Affective Skill Practice

The importance of listening for and accepting child affective states, together with open family discussion of problem areas is the main contribution of this training phase. The development of listening skills using basic "empathy" training and the development of strategies such as communicating immediately a crisis occurs, setting up family meetings, negotiating rules and discussing changes in the family are being covered.

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